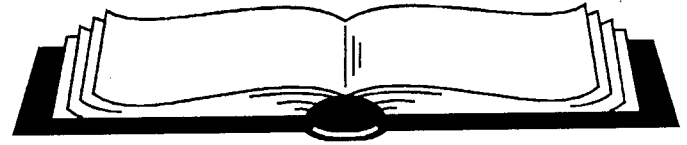


NEW JERSEY

2000-2001

Guidelines and
Application**BEST****PRACTICES****Deadline for Application to County Office:
NOVEMBER 27, 2000**

The Best Practices application is a public document. The information that you provide will serve as the official record. Review the application prior to submission to ensure accuracy and adherence to the guidelines. Type or keyboard information requested on this page and page 2, if applicable.

Category	<u>World Languages</u>	(Application is limited to one category. See page 3 for details.)
Practice Name	<u>Faisons tous une assemblée (Let's all get together)</u>	
Number of Schools with Practice	<u>1</u>	(If more than one school or district, read and complete information on page 2.)

County	Warren		
District (Proper Name)	Great Meadows Regional School District		
Address	P.O. Box 74		
	Street/P. O. Box	N.J.	07838
	City		Zip Code
Telephone	908-637-6576	Fax 908-637-6356	Email
Chief School Administrator	Christopher Yeager		
Nominated School #1 (Proper Name)	Liberty Elementary School		
Address	334 Mt. Lake Road		
	Street/P. O. Box		
	City	Great Meadows	N.J. 07838
			Zip Code
Telephone	908-637-4115	Fax 908-637-6008	Email kjinks@gmrds.com
Principal	Kathleen Jinks		
Program Developer(s)	Jamesetta Long/Karl Myrthil		
Application Prepared By	Kathleen Jinks		
Chief School Administrator's or Charter School Lead Person's Signature			

FOR USE BY COUNTY SUPERINTENDENT OF SCHOOLS ONLYApproved: ☒ Yes ☐ No County Superintendent's Signature

NEW JERSEY STATE DEPARTMENT OF EDUCATION

**NEW JERSEY
BEST PRACTICES
2000-2001 APPLICATION**

Application Requirements: Failure to comply with the procedures for submission of the application will result in the elimination of the application.

- RESPONSES** to the information and the statements below must be **ANONYMOUS** and **ACCURATE**. No reference should be made to the names of the district, the school(s) or community. Use the words "the school" or "the schools" in referring to the applicant in responding to the statements
- USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM** on pages 1, 2 (if applicable), and 4. Do not include any additional materials, as they will not be reviewed in the selection process.
- Application must be **keyboarded on 8 1/2" x 11" white paper, portrait format. Twelve-point or larger computer font or fourteen-pitch or larger typewritten font must be used.** (This sentence is in twelve-point Times New Roman.)
- KEYBOARDED RESPONSES** to all the statements below must be **no more than a total of four pages**. Keyboard and number the statement followed by the response. Format your response for accuracy and clarity.
- The information on page 4 and the responses to statements must be copied on **one side of the page**. The information on pages 1 and 2 (if applicable) must be copied on **one side of the page**. Staple pages 1, 2 (if applicable), 4, and the keyboarded responses together, in that same order.
- The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.
- The original and seven copies of the application must be submitted to the county superintendent of schools by **November 27, 2000**, with the Itemized List of District Applications form. Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.

The following data is required to assist the panelists in the evaluation of the application:		
Type of School <input checked="" type="checkbox"/> Elementary School <input type="checkbox"/> Middle School <input type="checkbox"/> Junior High School <input type="checkbox"/> High School <input type="checkbox"/> Other: _____	Grade Levels <u>Pre K-4</u>	Practice Name <u>Faisons tous une assemblée</u> <u>(Let's get together)</u> Number of Schools with Practice _____ Number of Districts with Practice <u>1</u> Location _____ Urban/City _____ Suburban With Urban Characteristics _____ Suburban _____ Small City/Town _____ Rural

Check the ONE CATEGORY into which the practice best fits.		
<input type="checkbox"/> Arts (Visual and Performing Arts) <input type="checkbox"/> Assessment/Evaluation <input type="checkbox"/> Bilingual Education and Diversity <input type="checkbox"/> Citizenship/Character Education <input type="checkbox"/> Early Childhood Education Programs <input type="checkbox"/> Educational Support/Guidance and Counseling Programs	<input type="checkbox"/> Educational Technology <input type="checkbox"/> Gifted and Talented Programs <input type="checkbox"/> Health and Physical Education <input type="checkbox"/> Language Arts Literacy <input type="checkbox"/> Mathematics <input type="checkbox"/> Professional Development <input type="checkbox"/> Public Engagement (family involvement and partnerships with business, community, school districts, and/or higher education)	<input type="checkbox"/> Safe Learning Environment <input type="checkbox"/> School-to-Careers/Workplace Readiness <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Special Education <input checked="" type="checkbox"/> World Languages

- Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.
- List the specific *Core Curriculum Content Standards*, including the *Cross-Content Workplace Readiness Standards*,* addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.
- Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.
- Describe how you would replicate the practice in another school and/or district.

*The 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's web site at <http://www.state.nj.us/education>.
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1. Describe the practice proposed for recognition and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.

This practice, *Faisons tous une assemblée* (Let's all get together) is a weekly program designed by the music and world language teachers to integrate performing arts (music, dance, theater), world language (French), and language arts (public speaking, listening) around a central theme of community engagement. In our district we believe that our community is a part of a global society and to function in this global society each child must develop self-respect, demonstrate respect for others, and value diversity. *Faisons tous une assemblée* brings together the entire group of children in grades K-2 (regular education and special education) and all members of the primary teaching team to facilitate the teaching of the French language through participation in singing, movement experiences, storytelling, etc.; to develop a sense of community; and to create an appreciation for the performing arts.

The music teacher and the world language teacher, a native speaker of French, each see the classes individually during the week. They team with the classroom teachers to develop connections to classroom content. Then once a week all students are brought together for *Faisons tous une assemblée* to participate in performing songs, dances, fingerplays, etc. and to extend their knowledge of French vocabulary through puppet shows, role-playing, simulations, etc. Many songs, such as the weekly greeting song, *Hello*, are taught in both French and English. Children can initiate their own ideas, "Let's sing..." or make suggestions for the group, "We can clap our hands." Celebrations are planned for this gathering to develop a knowledge of French culture and compare and contrast French traditions with the students' own. For example, in December on the feast of St. Nicholas the students will leave their shoes outside their classrooms when they come to gathering. Upon returning to class, students will find their shoes filled with goodies in the French tradition.

Individual classes may also sign up to perform during *Faisons tous une assemblée*. This provides students with the opportunity to lead their peers as they share experiences and accomplishments from their own studies.

The objectives for this program arise from insights obtained from learning theory which emphasize the creative construction of meaning on the part of the learners and the importance of their active engagement in the process of language acquisition. Our objectives are

- students will communicate in French;
- students will gain knowledge and understanding of the French culture;
- students will connect with other disciplines to reinforce knowledge of language and content;
- students will gain an appreciation of the performing arts;
- students will gain confidence in performance; and
- that a sense of community and school pride will be developed in all students and staff.

These objectives are based upon the five Cs of world language education : communication, cultures, connections, comparisons, and communities.

In addition, *Faisons tous une assemblée* is organized around Howard Gardner's theory of

multiple intelligences. French is used to give commands to perform certain actions (bodily/kinesthetic); singing songs (musical); learning new vocabulary (linguistic); performing skits (interpersonal); imagining French children and their lifestyles (intrapersonal); etc.

This teacher-designed, innovative program fosters an appreciation for the arts, develops confidence in performance, widens knowledge of the French language, and promotes respect for French traditions and culture. It has taken the teaching of language away from workbooks and vocabulary lists and into the arena of performance and conversation. This gathering offers special opportunities where everyone is engaged in common activities and songs which are safe, low-risk social experiences.

Throughout our efforts, we acknowledge that student achievement is the bottom line, and we realize a key to achievement is to cultivate a love of learning. Students learn best through rich experiences that are structured for meaning and ensure enthusiastic participation. *Faisons tous une assemblée* promotes high student achievement academically, socially, emotionally, and physically. Knowledge gained in weekly French and music lessons is extended and practiced. Through *Faisons tous une assemblée* grades K-2 gather together for companionship, sharing, and the pleasure of doing things as a community. This experience builds a sense of "we" and "us". Children draw on this experience as they play/interact at other times of the day. Everyone knows the same songs (in English and French), vocabulary, etc. Students gain self-confidence from performing/speaking before a group. Self-esteem is fostered as students have opportunities to be both participants and leaders. Both gross motor and fine motor skills are developed as students dance, do fingerplays, and participate in various movement experiences.

2. List the specific Core Curriculum Content Standards, including the Cross-Content Workplace Readiness Standards, addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.

We as a staff are committed to an effective world language education for all of our students. The New Jersey Core Curriculum Content Standards emphasize that communication should be the organizing principle for world language study. *Faisons tous une assemblée* provides numerous opportunities for students to communicate in authentic ways. (World Language Standard 7.1) Through the celebrations shared at *Faisons tous une assemblée*, students develop a deeper understanding of their own culture through the culture of another. They are able to compare and contrast customs, lifestyles, traditions, etc. (World Language Standard 7.2)

During *Faisons tous une assemblée* students have the opportunity to perform with the group, with their class, or individually. Students learn to express themselves in song, through movement and drama. (Visual and Performing Arts Standards 1.1 and 1.2) In addition, students express themselves in both English and French as they listen and recite and/or listen and respond to songs, poems, etc. (Language Arts Standards 3.1 and 3.2)

Cross-Content Workplace Readiness Standards are also positively affected by our approach.

~All students will develop career planning and workplace readiness skills. Students with second-language conversation skills have access to a greater number of career possibilities. Our gathering fosters originality, responsibility, and cooperation. These employer-valued and lifelong skills are internalized. Positive self-esteem opens doors for children, allowing them to consider all options.

~All students will use critical thinking, decision-making, and problem-solving skills. Evidence suggests that children who receive second-language instruction are more creative and better at solving complex problems. Studying other cultures has benefits beyond improved global communication and a mastery of languages. In addition, through the study of a second language students begin to embrace diversity; accept different points of view; better understand their own culture; and see beyond differences among people and recognize similarities.

Faisons tous une assemblée affords children the opportunity to be leaders. They make suggestions, lead songs and activities. Being the leader puts children in the position of thinking clearly about what they are doing so other children can do it as well, and the other children are usually very responsive to peer leaders.

~All students will demonstrate self-management skills. By introducing children to alternative ways of expressing themselves and to different cultures, we broaden their outlook and give them the opportunity to communicate with a variety of people. Future generations fluent in other languages will enhance our economic competitiveness abroad, improve global communication, and maintain our political and security interests.

3. Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice meets these needs.

In New Jersey schools the Core Curriculum Content Standards have moved the study of world languages away from the vocabulary lists, grammar rules, and verb conjugations of the past to the real world of language use. As increased opportunities in our global society encourage communication across and within cultures, language performance assumes an immediate relevance for learners. Today the goals for language learning are tightly bound to reality, to the context in which learners may reasonably be expected to function. No longer must students merely learn about a new language and how it works, now they are required to develop the ability to use the language to communicate and understand people of other cultures. *Faisons tous une assemblée* provides students with opportunities to use their second language for authentic purposes. During this gathering the language learned is used to accomplish a task---sing a song, recite a poem, order a meal, share information, etc. Students are engaged and enjoy learning by interacting with their peers.

Staff's use of authentic assessments include monitoring student knowledge of vocabulary and the increased use of French dialog throughout the school. Ultimately much of our

achievement cannot be measured using traditional assessments. How do you measure an enthusiasm for, and an increased love of, the arts? The change in the behavior and attitudes of the student population has been considerable. Where children were initially reluctant to perform, they are now eager to do so. There are now so many requests to perform that a monthly schedule had to be developed to equitably allot time during the gathering to all classes. Staff has especially noted the increased participation of boys in grades K-2 over a three-year period. Bringing the entire K-2 population together so that younger students are interacting with older students, allowing boys to sing and dance with their peers, and having a male role model demonstrate a proficiency in performance and language skills has transformed the participation of boys during this gathering. Staff have noted the increased number of songs, both English and French, that students can and do enjoy singing.

Other assessment techniques include interviews and role playing to assess speaking skills. Staff observe the students closely in order to determine if they are listening, participating, understanding, and responding correctly to the activities. Attending closely to the children also gives a clue about how they are fitting the experience into the context of their own lives.

In addition, performing arts standards are assessed through concert performances. Students perform in English and French twice a year before a public audience. Individual classes perform weekly during *Faisons tous une assemblée* and during school-wide celebrations. Staff observe student participation in the singing, chanting, etc.

4. Describe how you would replicate the practice in another school and/or district.

This practice can be replicated through scheduling, recruiting, and funding. Opportunities must be scheduled for staff to share ideas and common plan activities. Time must be built into the weekly schedule that enables the target audience to be brought together. Staff must be hired that possess excellent language/performance skills; are well informed about current teaching strategies; and possess the ability to work as a team to provide carefully developed programs. Money must be allotted in the budget for the purchase of materials and equipment, e.g., music, puppets, food, etc.